

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

School: Orangeburg-Wilkinson HS

District: Orangeburg 5

Principal: Gregory McCord

Superintendent: Melvin Smoak

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

**The following information must be included in the rationale:**

- **Summary of demographic information from 2007 School Report Card**
  - **School Profile (students, teachers, school)**
  - **Population diversity (refer to Performance of Student Groups)**
  - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format**
  - **Test Data (PACT/HSAP/EOC Exams)**
  - **Graduation rate (if applicable)**
  - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

Orangeburg County is located in the southern Midlands of South Carolina, 34 miles south of Columbia and 70 miles northwest of Charleston. Based on the last census report, Orangeburg County has a population of 91,582. The community consists of 61.09% African Americans, 36.86% Non-Hispanic/White Americans. The remaining 2% is composed of Hispanic/Latino, American Indian or Alaskan Native American, Asian, and multiracial. The average income is \$30, 280 and the medium home value is approximately \$72, 600. According to the most recent South Carolina Department of Education, Office of Research, Rankings Report, it is important to note that Orangeburg County ranks:

- 26<sup>th</sup> in the state (of the population age 25 or older 28.5% has less than a twelfth grade education)
- 13<sup>th</sup> in the state (17% of the population live at or below poverty level)
- 9<sup>th</sup> in the state (Crime rate of 632.1 per 10,000 population)
- 17<sup>th</sup> in the state (42.9 % of families with female head of household)

- 6<sup>th</sup> in state (10.2% of the population is unemployed)

Orangeburg-Wilkinson High School is located in a rural community that has a student body population of approximately 1600 students. The school serves a diverse group of students whose academic skill levels vary partially based on their middle school experiences. The three middle schools that feed into O-W High School are Clark Middle, Howard Middle, and the Felton Laboratory School (state-run middle school) located on the campus of South Carolina State University. A significant factor to consider is that of the high school age Caucasian residents in the county, less than 5% attend Orangeburg-Wilkinson High School. Although local private schools offer less in their curriculum and program of studies, parents of these students continue to choose non-public education options. O-W offers on its site a program of studies for the well-rounded student to include courses such as Advanced Placement, honors, and the International Baccalaureate Diploma Program (IBDP). The IBDP is a rigorous college preparatory program that leads to a diploma for the highly motivated and achievement-oriented student. It offers courses from six core areas, and it challenges students additionally to complete 150 creative, action and service hours.

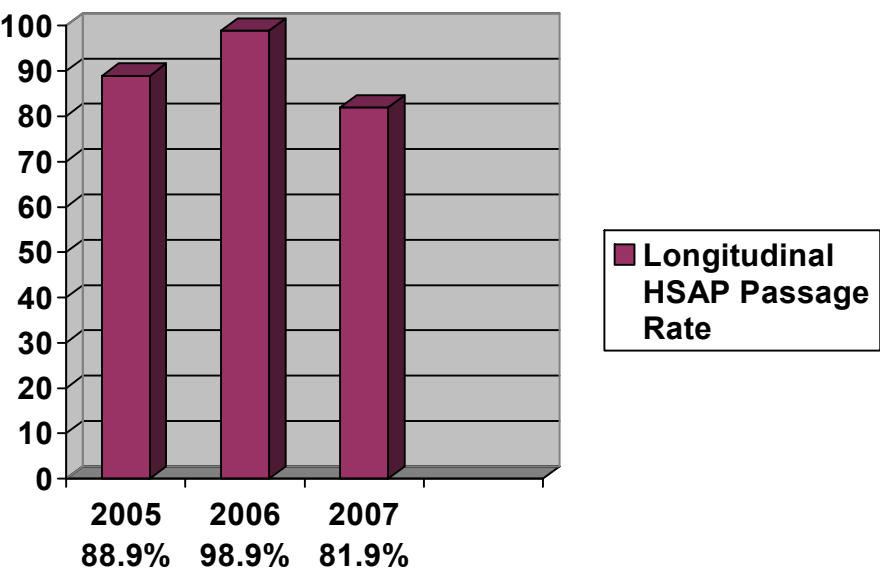
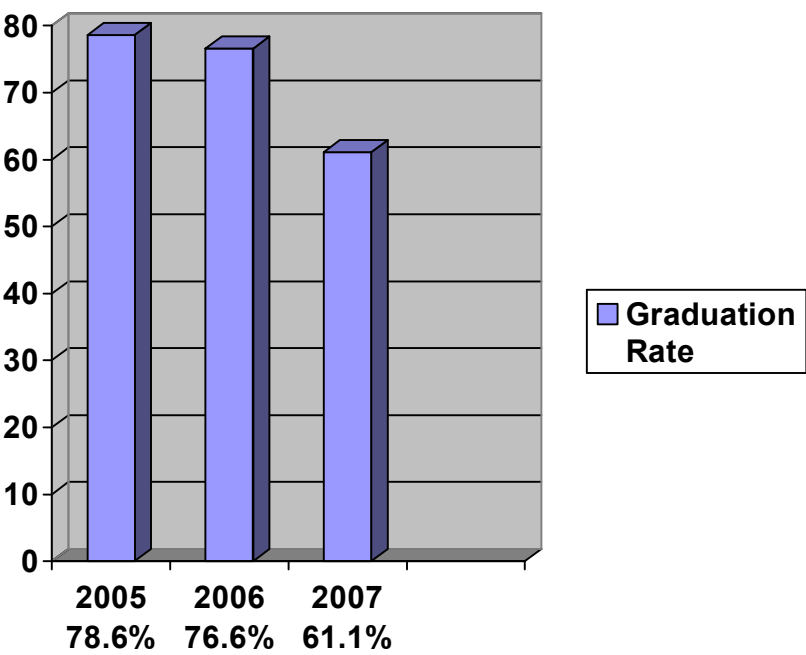
O-W serves as a host site throughout the district for the International Baccalaureate Diploma Program and for the self-contained special education programs.

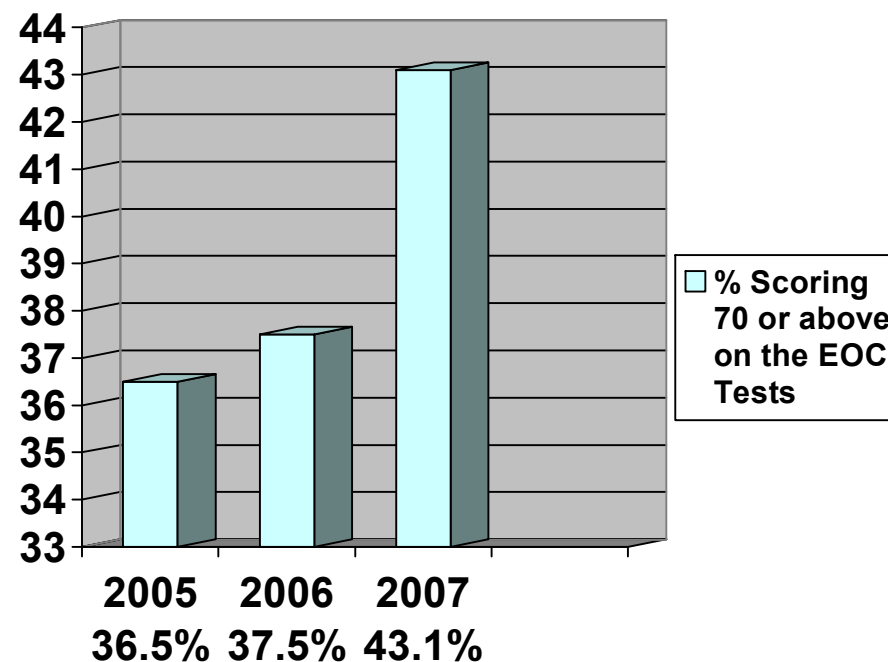
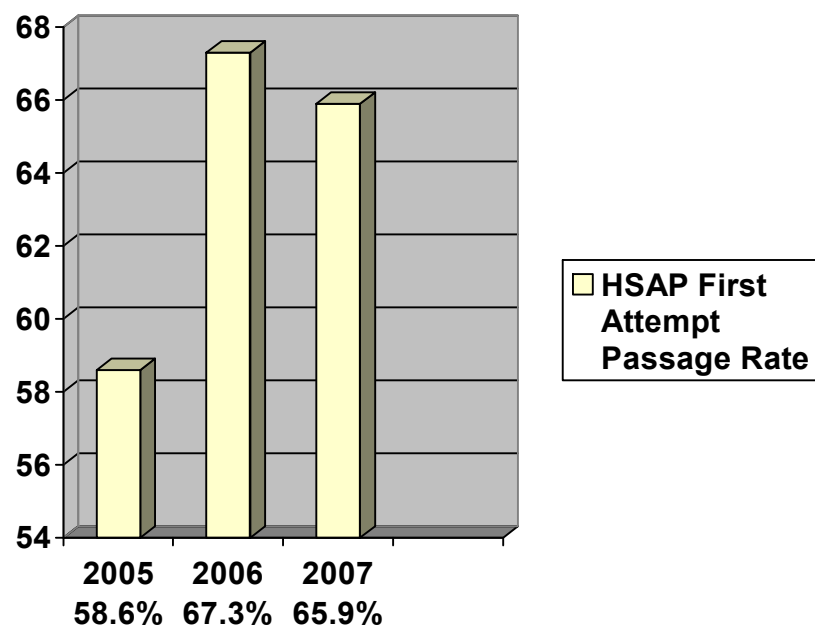
Orangeburg-Wilkinson has a unique partnership with the district's Technology Center. This center allows the school to operate as a comprehensive high school offering courses in the areas of health and human services, business marketing, engineering, and industrial related arts.

The enrollment and demographic figures for Orangeburg-Wilkinson High School are as follows: 48% male and 52% female; 95% African-American, 4% Caucasian, and 1% other; and 78% on subsidized (free/reduced) meal plans. The faculty is comprised of 94 highly skilled educators; 36 men and 58 women; 36 with a Masters degree, 29 with Masters + 30, and 4 with a Ph.D.; 17 teachers are International teachers; 3 are PACE teachers; One hundred percent of the faculty are Highly Qualified as

determined by No Child Left Behind. The faculty retention rate was 87.6% for 2007; 89.1% for the 2006 term, and 90.8% for the 2005 term.

The following charts display thee years of Report Card data for Orangeburg-Wilkinson High School. The charts include graduation rates, longitudinal HSAP passage rates, first attempt HSAP passage rates and End-of Course passage rates.





In preparing our Focused School Renewal Plan, the school leadership team determined the meeting dates and locations, and with the assistance of the State Department of Education's External Review Team, met with the full faculty to discuss the process. The leadership team consists of one representative from each core content area, the API, SASI Specialist, AA, IBDP Coordinator, and the Principal. Through much deliberation, discussion and collaboration from each of these groups, three carefully selected goals were developed.

The three carefully identified student achievement goals were chosen to address the school's (state) report card absolute rating of unsatisfactory based on student performance in standardized testing and graduation rate. After analyzing current school data, it was determined that the greatest impact on student performance would be realized by implementing the strategies

identified in the FSRP goals. By April 1, 2009, we will strengthen our 9<sup>th</sup> grade program of studies, target HSAP and longitudinal performance, and provide focused instruction in end-of-course classes.

### **Revisions:**

#### **TIMELINE:**

- USA test Prep will be administered every other month beginning with the month of September.
- There will only be two administrations of MAP, September 2008 and February 2009

#### **Student Goal 1, Strategy 3:**

- The planning and broadcasting of mini-lessons have been cancelled because of a lack of technology infrastructure. The weekly SSR has also been cancelled. In its place we will provide test taking, note taking, and study skills needed to prepare for standardized tests.

#### **Principal Goal 1, Strategy 3:**

- The Freshman 101 course will be taught through the Global Studies class; therefore, no class activity code is needed.

Principals Goals 1 and 2 were re-written to reflect the student achievement goals 2 and 3.

District Goals 1 and 2 were re-written to reflect the student achievement goals 1, 2 and 3.

# School Timeline

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

## **June 2008**

- Create Freshman Focus course, OW-101 for master schedule
- Create a course description, and distribute to teachers.
- Develop curriculum and course outline for OW-101

## **July 2008**

- Schedule students in resource and self-contained classes
- Develop process for Special Ed./Regular Teacher Collaboration
- Identify longitudinal students for tutoring based on spring 2008 HSAP data
- Enroll students in Math and English extension classes
- Develop pacing guides for EOC courses
- Create advisor/advisee period in master schedule
- Schedule students into OW-101
- Professional Development for faculty and staff (To include but not limited to Advisor/Advisee, USA Test Prep, EOCEP, HSAP, Special Services , ETC.)

## **August 2008**

- Special/Regular Ed. Collaborative Meeting
- Create calendar for HSAP tutoring dates
- Use prepared curriculum for HSAP tutoring
- Send letters to Parents of longitudinal HSAP students for tutoring
- Sharing of lesson plans – (Special Ed./Regular Ed Teachers)
- Interdisciplinary Collaboration Meeting for EOC
- Develop pacing guides for EOC courses
- Monitoring of Professional Development strategies by principal administrative staff
- Provide ongoing professional development (To include but not limited to Advisor/Advisee, USA Test Prep, EOCEP, HSAP, Special Services , ETC.)
- Create Data Team Assignments (Principal)
- Provide appropriate ongoing training for team members
- Create in-service attendance sheets

## **September 2008**

- Special/Regular Ed. Teacher Collaborative Meeting
- USA Test Prep Administration
- Determine deficiencies for reteaching based on USA TestPrep Data
- Sharing of lesson plans – (Special Ed./Regular Ed Teachers)



- Revise HSAP tutoring curriculum based on student feedback
- Interdisciplinary Collaboration Meeting for EOC
- Provide ongoing professional development (To include but not limited to Advisor/Advisee, USA Test Prep, EOCEP, HSAP, Special Services, ETC.)
- Monitoring of Professional Development strategies by principal and the administrative staff
- Data teams will develop student goals based on past student performance
- Administer MAP to collect baseline data
- Provide student feedback from MAP Assessment
- Order MAP Reports
- Identify student weaknesses from MAP data

## **October 2008**

- Special/Regular Ed. Collaborative Meeting
- Sharing of lesson plans – (Special Ed./Regular Ed Teachers)
- Statewide HSAP Testing ( October 22-24, 2008)
- Interdisciplinary Collaboration Meeting for EOC
- Identify students in danger of failing EOC courses
- Provide ongoing professional development (To include but not limited to Advisor/Advisee, USA Test Prep, EOCEP, HSAP, Special Services, ETC.)
- Monitoring of Professional Development strategies by principal and the administrative staff
- Each of the seven administrators will conduct a minimum of five observations weekly.

## **November 2008**

- Special/Regular Ed. Collaborative Meeting
- Sharing of lesson plans – (Special Ed./Regular Ed Teachers)
- USA TestPrep Administration
- Determine deficiencies for reteaching based on USA TestPrep Data
- Interdisciplinary Collaboration Meeting for EOC
- Provide ongoing professional development (To include but not limited to Advisor/Advisee, USA Test Prep, EOCEP, HSAP, Special Services, ETC.)
- Monitoring of Professional Development strategies by principal
- Each of the seven administrators will conduct a minimum of five observations weekly.

## **December 2008**

- Special/Regular Ed. Collaborative Meeting
- Sharing of lesson plans – (Special Ed./Regular Ed Teachers)
- Statewide EOC Testing
- Interdisciplinary Collaboration Meeting for EOC
- Create teacher/student/parent survey for Semester Evaluation of OW-101
- Evaluate, monitor and adjust for (OW-101) program effectiveness.
- Provide ongoing professional development (To include but not limited to Advisor/Advisee, USA Test Prep, EOCEP, HSAP, Special Services, ETC.)
- Monitoring of Professional Development strategies by principal and the administrative staff

- Each of the seven administrators will conduct a minimum of five observations weekly.

### **January 2009**

- Special/Regular Ed. Collaborative Meeting
- Sharing of lesson plans – (Special Ed./Regular Ed Teachers)
- USA TestPrep Administration
- Determine deficiencies for reteaching based on USA TestPrep Data
- Interdisciplinary Collaboration Meeting for EOC
- Provide ongoing professional development (To include but not limited to Advisor/Advisee, USA Test Prep, EOCEP, HSAP, Special Services, ETC.)
- Monitoring of Professional Development strategies by principal and the administrative staff
- Each of the seven administrators will conduct a minimum of five observations weekly.

### **February 2009**

- Special/Regular Ed. Collaborative Meeting
- Sharing of lesson plans – (Special Ed./Regular Ed Teachers)
- Interdisciplinary Collaboration Meeting for EOC
- Provide ongoing professional development (To include but not limited to Advisor/Advisee, USA Test Prep, EOCEP, HSAP, Special Services, ETC.)
- Monitoring of Professional Development strategies by principal the administrative staff
- Administer MAP
- Provide student feedback from MAP Assessment

- Order MAP Reports
- Identify student weaknesses from MAP data
- Each of the seven administrators will conduct a minimum of five observations weekly.

### **March 2009**

- Sharing of lesson plans – (Special Ed./Regular Ed Teachers)
- USA TestPrep Administration
- Determine deficiencies for reteaching based on USA TestPrep Data
- Interdisciplinary Collaboration Meeting for EOC
- Provide ongoing professional development (To include but not limited to Advisor/Advisee, USA Test Prep, EOCEP, HSAP, Special Services, ETC.)
- Monitoring of Professional Development strategies by principal and the administrative staff
- Each of the seven administrators will conduct a minimum of five observations weekly.

### **April 2009**

- Special/Regular Ed. Collaborative Meeting
- Sharing of lesson plans – (Special Ed./Regular Ed Teachers)
- Interdisciplinary Collaboration Meeting for EOC
- Provide ongoing professional development (To include but not limited to Advisor/Advisee, USA Test Prep, EOCEP, HSAP, Special Services, ETC.)
- Monitoring of Professional Development strategies by principal
- Each of the seven administrators will conduct a minimum of five observations weekly.

### **May 2009**

- Special/Regular Ed. Collaborative Meeting
- Sharing of lesson plans – (Special Ed./Regular Ed Teachers)
- Interdisciplinary Collaboration Meeting for EOC
- Provide ongoing professional development (To include but not limited to Advisor/Advisee, USA Test Prep, EOCEP, HSAP, Special Services, ETC.)
- Monitoring of Professional Development strategies by principal
- Each of the seven administrators will conduct a minimum of five observations weekly.

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 1: By April 1, 2009, the percent of first-attempt HSAP students (9GR8) that pass both subtests of the spring 2009 administration of HSAP will increase from 65.9% to 74% as projected by the MAP RIT scores (fall/winter) that align with scoring level two on HSAP.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Offer HSAP tutoring in Math and English on identified Saturdays during both semesters.</b>	L. Capers, Math Dept. Chair M. Amaker-Morgan, Eng. Dept. Chair Administration	9/08	<ul style="list-style-type: none"> <li>The Assistant Principal of Curriculum and Instruction will develop a calendar of tutoring dates for the 2008-2009 school term. MAP testing will be used to identify the students' weak areas.</li> <li>Teachers will be secured to provide the needed instruction using a prepared curriculum. Sign-in sheets will be used to track student participation. Mrs. K. James will keep the documentation.</li> </ul>
<b>Increase collaboration between regular and special education teachers in Math and English on appropriate strategies to address HSAP standards.</b>	Barbara Williams Spec Needs Liaison Teachers Administration	8/08	<ul style="list-style-type: none"> <li>Students will be scheduled into resource and self-contained classes as needed. K. James will develop a schedule of monthly Special Services/Regular Education meetings. B. Williams will organize the meetings.</li> <li>During the meetings, special education and regular education teachers will share lesson plans and discuss ways of improving the special services student performance on the HSAP. Minutes will be kept from each collaborative session, and teachers will sign in. G. McCord will monitor this process. Mrs. B. Williams will keep the documentation.</li> </ul>
<b>Implement an advisor/advisee period to address HSAP skills.</b>	All teachers Administration	9/08	<ul style="list-style-type: none"> <li>Advisors will provide the students with feedback from benchmark tests (MAP).</li> <li>Lessons will be planned to discuss test-taking strategies to better prepare the students for standardized tests. Lessons will also be planned on learning styles, note taking and study skills so that the students will be more successful in retaining the information being taught in HSAP preparation</li> </ul>

			courses. Mrs. P. Goldsmith will keep the documentation.
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**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 2: By April 1, 2009, 60% of students enrolled in first semester end-of-course classes will demonstrate a passing score, of 70% or better, on the fall 2008 administration of the end-of-course exam.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Administer USA Test Prep for ongoing assessment.</b>	Karen James, Administrative Assistant, EOC teachers	9/08	<ul style="list-style-type: none"> <li>K. James will provide teachers with an orientation on the use of USA Test Prep during <b>August and September</b>. Diagnostic tests will be administered every other month.</li> <li>Each teacher will analyze his/her student test scores and use the information to determine re-teaching needs.</li> </ul> Mrs. K. James will keep the documentation.
<b>Provide structured, extended, learning opportunities for students in danger of failing based on classroom performance.</b>	EOC teachers, Guid. Counselors Gloria D. Winkler, Assistant Principals	10/08	<ul style="list-style-type: none"> <li>EOCEP teachers, and Guidance Counselors will review student progress reports <b>every four and one half weeks and report cards every nine weeks</b> to identify those students in danger of failing.</li> <li>Each teacher will provide tutoring hours for these students, and keep sign in sheets for those students attending (copies will be turned in to G. Winkler). EOCEP teachers will follow up with phone calls and/or letters to parents of failing students not participating in tutoring.</li> </ul> Dr. G. Winkler will keep the documentation.

<b>Develop and correlate pacing guides to show that specific standards are addressed at the same time in EOC content areas.</b>	Department Chairs District Content Specialists Administration	8/08	<ul style="list-style-type: none"> <li>K. James will develop a schedule for monthly EOCEP Collaborative meetings. During these meeting the teachers will discuss pacing, teaching techniques, students weaknesses, and USA Test Prep Diagnostic results to better address the student needs.</li> <li>Minutes will be kept from each of these meetings, and turned in to G. Winkler.</li> </ul> <p>Department Chairs will keep the documentation.</p>
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**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 3: By April 1, 2009, at least 91% of the longitudinal HSAP students (9GR6) will demonstrate a passing score on the fall 2008 HSAP or achieve a MAP RIT score that aligns with scoring level two on HSAP as projected by the March administration of MAP.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Provide extended learning opportunities (Saturday and after school) for students who have not passed one or more subtests of HSAP.</b>	Gloria Winkler, Assistant Principal, select faculty	9/08	<ul style="list-style-type: none"> <li>Students needing extended learning opportunities for HSAP will be identified by G. Winkler by using the Spring 2008 test results.</li> <li>A. Fersner will provide G. Winkler with the names of new enrollees that will need testing during the Fall 2008 test administration.</li> <li>G. Winkler will develop a calendar of extended learning dates. Mr. McCord will send the parents of</li> </ul>



			<p>each of these students a letter informing them of the extended learning opportunities that will be provided.</p> <ul style="list-style-type: none"> <li>• A pre-designed curriculum will be used to tutor the students, and sign in sheets will be kept to track student participation. Follow up parent conferences will be held as needed.</li> </ul> <p>Dr. G. Winkler will keep the documentation.</p>
<b>Provide bi-weekly test prep seminars for juniors and seniors prior to the fall and spring administration of HSAP beginning the month of October for fall administration and March for spring administration.</b>	Gregory A. McCord, Principal Gloria Winkler, API English and Math Teachers, District Curriculum Specialists	9/08	<ul style="list-style-type: none"> <li>• Students needing extended learning opportunities for HSAP will be identified by G. Winkler by using the Spring 2008 test results. A. Fersner will provide G. Winkler with the names of new enrollees that will need testing during the Fall 2008 test administration.</li> <li>• G. Winkler will develop a calendar of extended learning dates. Appropriate seminars will be planned and presenters secured. Practice activities and assessments will be used and students will be required to sign in to track student participation. Follow up parent conferences will be held as needed. Dr. G. Winkler will keep the documentation.</li> </ul>
<b>Enroll students in Math and English extension courses.</b>	Gloria Winkler, API Karen James, Administator Sandra Rogers, SASI Spec teachers	8/08	<ul style="list-style-type: none"> <li>• Based on Spring 2008 test scores and a list of new enrollees provided by Guidance, students will be scheduled into Math and English extension courses.</li> <li>• Those students not being able to take the course during the school day will be enrolled in PLATO after school, and assigned a teacher contact to assist them when needed. <b>Plato results will be submitted to the guidance counselor and the principal to determine credit.</b></li> <li>• Teachers of the extension courses will utilize a uniform curriculum, and parent conferences will be held as needed. The administrative team will monitor the classes and give feedback to teachers.</li> </ul> <p>Mrs. S. Rogers will keep the documentation.</p>
<b>Administer, score, and analyze local assessment data (MAP and USA TestPrep).</b>	Gloria Winkler, API Karen James, Administrator	9/08	<ul style="list-style-type: none"> <li>• USA Test Prep diagnostic assessments will be administered every other month by extension course teachers.</li> <li>• MAP assessments will be administered twice during the school year. The results will be analyzed by G. Winkler, K. James and the Math and English extension teachers. <b>Results will be submitted to the principal to use during data team meetings.</b> Deficient areas will be determined to guide instruction. Follow up parent conferences will be held as needed.</li> </ul>

			Mrs. K. James will keep the documentation.
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 1: To ensure that the school meets its goal (By April 1, 2009, 60% of students enrolled in first semester end-of-course classes will demonstrate a passing score, of 70% or better, on the fall 2008 administration of the end-of-course exam), the principal will provide instructional support.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Restructure the Freshman Academy to ensure students in EOC courses are able to receive tutorial assistance during the school day.</b>	G. Winkler, Assistant Principal for Curriculum and Instruction G. McCord Principal	6/08	<ul style="list-style-type: none"> <li>The principal will restructure the Freshman Academy. Teacher and student schedules will be created to better suit the needs of the Academy.</li> <li>The administrative team will conduct formal and informal observations <b>weekly</b>. Constructive feedback will be given to teachers in a timely manner.</li> <li>The Administrative team will hold conferences, as needed, with teachers. Conference notes will be kept. The administrative team will develop a schedule to more frequently revisit teachers, as needed.</li> </ul> <p>Dr. Gloria Winkler will keep the documentation for this strategy.</p>
<b>Develop a summer orientation for incoming freshmen to include parents and staff.</b>	Gregory McCord Principal, P. Goldsmith and W. Priester, 9 <sup>th</sup> grade administrators guidance and 9 <sup>th</sup> grade teachers	8/5-7/08	<ul style="list-style-type: none"> <li>The principal and staff will plan and implement A summer orientation for the parents and incoming freshmen. Sign in sheets will be used to keep track of those attending. Teachers will be available during the orientation to answer questions.</li> <li>Parents and students will be given information needed to make a smooth transition from middle to high school. The principal will discuss the importance of success in the classroom and on tests. A survey for parents will be developed and issued for feedback on the process.</li> </ul> <p>Patricia Goldsmith will keep this documentation.</p>
<b>Implement a Freshmen Focus course, O-W 101, to address character education, good decision making skills, study skills, leadership, school pride, etc.</b>	Administration, District Office, Guidance Counselors	6/08	<ul style="list-style-type: none"> <li>A. Tryciecky will create a course description for Freshmen Focus 101. This course will be taught every Tuesday with the Global studies classes.</li> <li>An established curriculum will be used and the information about this course will be included in each teacher's course syllabus. The Guidance counselors will schedule the students into the course. The course will be evaluated, monitored and adjusted for program effectiveness.</li> <li>Written feedback will be given to the teachers. A. Tryciecky and the administrative team will monitor the class for its effectiveness.</li> </ul> <p>G. Winkler will keep observation documentation.</p>
<b>Develop and implement a tutorial program designed for US History and Physical Science.</b>	Administration G. McCord	9/08	<ul style="list-style-type: none"> <li>US History and Physical Science teachers will identify students in need of assistance and refer them to the tutorial program. The administrative team will monitor the tutorial process and provide feedback to the teachers.</li> <li>The teachers will administer benchmark assessments 2 weeks before the EOCEP is given to determine the tutorial program's effectiveness. Results will be shared with the principal and students.</li> </ul> <p>K. James will keep the documentation for this strategy.</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 2: To ensure that the school meets its goal (By April 1, 2009, at least 91% of the longitudinal HSAP students (9GR6) will demonstrate a passing score on the fall 2008 HSAP or a MAP RIT score that aligns with scoring level two on HSAP as projected by the March administration of MAP.), the principal will provide and monitor Professional development for the faculty and staff.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Schedule and provide advisor/advisee training with a focus on HSAP skills.</b>	Administration Department Chairs	8/2008	<ul style="list-style-type: none"> <li>The principal will schedule advisor/advisee training in August and ensure that an advisor/advisee period is established in the master schedule.</li> <li>100% of teachers will receive the training on how to effectively use advisor/advisee time and the administrative <b>staff will monitor lesson plans and classes weekly for level of implementation. Teachers will receive feedback with commendations or recommendations.</b></li> </ul> <p>P. Goldsmith will keep the documentation for this strategy.</p>
<b>Provide ongoing professional development in the area of inter-disciplinary planning.</b>	District Office Specialist Principal	8/2008	<ul style="list-style-type: none"> <li>A Schedule of professional development will be developed. Sign in sheets will be created, and teachers will be required to sign in at each Professional Development activity.</li> <li>The staff will complete feedback forms, and these forms will be reviewed by the administrative team <b>for future planning and followup.</b> G. Winkler will review lesson plans to ensure that new professional development ideas are being used.</li> </ul> <p>G. Winkler will keep the documentation for this strategy.</p>
<b>Create data teams, and train them to analyze and review student performance to improve instruction</b>	Department Chairs, Sandra Roger SASI Specialist, Gregory McCord Principal, Guidance	8/2008	<ul style="list-style-type: none"> <li>G. McCord will create data teams. On going training will be provided for the team members so that effective data analysis can occur.</li> <li>Data reports will be generated and analyzed bi-monthly. The information will be summarized in narrative format by the principal and team members, and it will be used to drive instructional planning. Ongoing follow-up will be held with the entire faculty.</li> </ul> <p>Sandra Rogers will keep the documentation for this strategy</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 1: By April, the district will provide instructional support to ensure the school achieves its first attempt and longitudinal HSAP goals.**

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Conduct focused conversations with teachers who have students taking the HSAP and to assist them with analyzing test results.</b>	<b>Judith Johnson ELA Specialist Teresa Battle Math Specialist Dr. Cynthia Sanders Team Leader/Content Specialists</b>	<b>8/08-4/09</b>	<p>Focused conversations promote open, targeted, serious, collaborative dialogue between the coach and the teacher.</p> <ul style="list-style-type: none"> <li>Judith Johnson and Teresa Battle will assist ELA and math teachers with disaggregating, interpreting, and diagnosing test results quarterly.</li> <li>Instructors will target identified weaknesses to improve student achievement <i>and assist teachers in the areas of identified weaknesses.</i></li> <li>Teachers will give feedback from the sessions through surveys and conversations with the coaches.</li> </ul> <p>Documentation Sources: Coaching Logs, agendas, sign-in-sheets, etc.</p> <p>Responsible for documentation: Dr. Cynthia D. Sanders</p>
<b>Provide professional development on range finding to score HSAP constructed response items.</b>	<b>Judith Johnson ELA Specialist Teresa Battle Math Specialist Dr. Cynthia Sanders</b>	<b>8/08-4/09</b>	<p>Range Finding is a process where committees meet from around the state to determine specific score designations for the math and ELA strands.</p> <ul style="list-style-type: none"> <li>Judith Johnson and Teresa Battle will assist teachers with how to accurately score HSAP constructed response items during <i>September and February</i> and demonstrate for the teachers how to conduct a session in the classroom for their students.</li> <li><i>The coaches will observe teachers monthly as they practice the strategy and give feedback to the teachers.</i></li> <li><i>Follow up one-on-one sessions will be held with teachers who need additional assistance.</i></li> </ul> <p>Documentation Sources: Sign-in sheets, compilation of the ranges</p>

			found on a particular item, Agendas, Reflections Responsible for Documentation: Dr. Cynthia Sanders
<b>Provide professional development in interdisciplinary collaboration.</b>	Judith Johnson/ELA Teresa Battle/Math Dr. Cynthia Sanders/Team Leader	8/08-4/09	<ul style="list-style-type: none"> <li>• The ELA, Math, Science, and Social Studies Specialists will assist instructors <i>monthly</i> with interdisciplinary curriculum projects, team teaching, peer observation, collective work on new instructional methods, and regular and continuous communication of ideas, sharing of materials, and time to become reflective practitioners.</li> <li>• <i>The specialists will observe classes monthly for these strategies and provide feedback to the teachers.</i></li> <li>• <i>Follow up training\ modeling will be given to those teachers who need assistance.</i></li> </ul> Documentation Sources: Agendas, Lesson Plans, Classroom Observations Responsible for Documentation: Dr. Cynthia Sanders
<b>Provide on-going support to teachers for the successful implementation of the MAP assessment.</b>	Judith Johnson Teresa Battle	10/08	<ul style="list-style-type: none"> <li>• Judith Johnson and Teresa Battle will work with the TIF to provide technical support, analyzing MAP data and remediation activities to teachers at the end of each testing cycle.</li> <li>• <i>The coaches will suggest effective ways to use the data to improve instruction, and teachers will be given an opportunity to ask for one-on-one attention if needed.</i></li> </ul> Documentation: Usage reports, observations. Responsible: Dr. C. Sanders

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 2: To ensure that the school meets its goal: By April 1, 2009, 60% of students enrolled in first semester end-of-course classes will demonstrate a passing score of 70% or better, on the fall administration of the end-of course exam, the district will provide instructional support.**

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<b>Conduct focused conversations with teachers who have students taking the EOCEP and to assist them with analyzing test results</b>	<b>Assistant Principals District Content Specialists</b>	<b>6/08</b>	<ul style="list-style-type: none"> <li>Judith Johnson, Teresa Battle, Dr. Rona Ellis, and Dr. Cynthia Sanders will assist ELA, math, science, and social studies teachers monthly with focused conversations concerning how to disaggregate, interpret, and diagnose test results to inform instruction.</li> <li>Instructors will be able to target identified weaknesses, consequently, improving student achievement.</li> <li><i>District staff will share EOCEP strategies and veteran teachers will share what has worked for them. New teachers to the process will receive additional assistance as evidenced by observations from the coaches and recommendations from the principal. Follow up observations by the coaches will ensure strategies are being implemented.</i></li> </ul> <p>Documentation Sources: Coaching Logs, agendas, sign-in-sheets, etc.  Responsible for documentation: Dr. Cynthia D. Sanders</p>
<b>Provide professional development opportunities for teachers that support the teaching and implementation of the instructional planning guides.</b>	<b>District Content Specialists</b>	<b>8/08</b>	<ul style="list-style-type: none"> <li>Judith Johnson, Teresa Battle, Dr. Rona Ellis, and Dr. Cynthia Sanders will encourage teachers to attend the State Department of Education’s Curriculum Project. This project contains the Standards Support System, namely standards and support documents, standards and support curriculum, and standards and support professional development.</li> <li>Strategies include focusing on the “written, the taught,</li> </ul>

			<p>and the tested". Teachers will have access to instructional guides with prioritized scope and sequence by nine weeks, targeted indicators, recommended resources, suggested instructional and assessment techniques.</p> <ul style="list-style-type: none"> <li>• <i>The district staff will observe classes and give feedback on the successful implementation of these strategies. Additional assistance will be provided to teachers who need help.</i></li> </ul> <p>Documentation Sources: Agendas, Lesson plans, Classroom Observations Responsible for Documentation: Dr. Cynthia Sanders</p>
Provide professional development in interdisciplinary collaboration.	District Content Specialists	9/08	<ul style="list-style-type: none"> <li>• Monthly, the ELA, Math, Science, and Social Studies Specialists will assist instructors with interdisciplinary curriculum projects, team teaching, peer observation, collective work on new instructional methods, and regular and continuous communication of ideas, sharing of materials, and time to become reflective practitioners.</li> <li>• <i>The specialists will observe classes monthly and give written feedback on the identified strategy. Additional assistance will be provided for teachers who still need support with the strategy.</i></li> </ul> <p>Documentation Sources: Agendas, Lesson Plans, Classroom Observations Responsible for Documentation: Dr. Cynthia Sanders</p>
Provide on-going support to teachers for the successful implementation of the MAP assessment.	District Content Specialists	10/08	<ul style="list-style-type: none"> <li>• Judith Johnson and Teresa Battle will work with the TIF to provide technical support, analyzing MAP data and remediation activities to teachers at the end of each testing cycle.</li> <li>• <i>The coaches will suggest effective ways to use the data to improve instruction, and teachers will be given an opportunity to ask for one-on-one attention if needed.</i></li> </ul> <p>Documentation: Usage reports, observations. Responsible: Dr. C. Sanders</p>



**Focused School Renewal Plan  
2008–09 School Year of Implementation  
Title and Description of Each Program and Initiative  
Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

9GR6 – Indicates the year that the student first enrolled in grade nine (the spring semester = 06).

9GR8 – Indicates the year that the student first enrolled in grade nine (the spring semester = 08).

AA – Administrative Assistant – one who is responsible for a variety of administrative and clerical duties necessary and practical for day to day operations

Advisor/Advisee Program – a program where caring adults are partnered with students on a one-to-one basis. Advisors may be parents, teachers, business representatives, community members or older students. Advisors meet with the student on a regular basis for the purpose of academic, career, and personal-social advising.

API – Assistant Principal for Instruction – person directly responsible for supervising and supporting all teaching staff in a school.

EOC tests – End-of-Course tests – tests that define common expectations across classrooms and enable more in-depth assessment of the curriculum than a single multi-grade exam. EOC exams test students on what they learned in a course directly after a student has completed the course. In South Carolina, tests are currently offered in English I, Algebra I/Math for the Technologies II, Physical Science and U. S. History.

Extension Courses – courses that offer instruction in addition to the regular course, at the regular time and in the regular place.

Highly Qualified - *Highly qualified* teachers are those teachers that have

1. earned at least a bachelor's degree,
2. demonstrated content knowledge in each core content area he/she teaches,
3. do not have any waivers of the requirements for full state certification.

Certificates that meet the requirement for full state certification are:

- Initial
- Critical Need (PACE)

- Professional (including Regular/Grade A certificates issued prior to 1970)
- International
- Intern
- Restricted

HSAP – High School Assessment Program – assesses selected South Carolina academic standards in English Language Arts and math that students have had the opportunity to learn by the end of the 10<sup>th</sup> grade. Tests are currently offered in math, English/Language Arts: Reading and English/Language Arts: Writing.

IBDP - The International Baccalaureate Diploma Program is an educational program examined in one of three languages and is a leading university entrance course. It is taught in 2,075 schools, in 125 countries all around the world. More than half of the schools offering the Diploma Program are state funded schools. The program, administered by the [International Baccalaureate Organization](#), is the most widely recognized pre-university educational program.

MAP – Measures of Academic Progress – a state-aligned, computerized, adaptive assessment program that provides educators with the information they need to improve teaching and learning.

O-W – Orangeburg-Wilkinson High School

PACE - The Program of Alternative Certification for Educators is South Carolina's alternative route for certification. The purpose of the program is to enable degreed individuals, who otherwise do not meet certification requirements, to gain employment in the public schools in a content area included in the alternative certification program. Eligible candidates are enrolled in a series of training seminars and workshops as well as graduate courses which lead to their professional certification.

PBIS – Positive Behavior Intervention Support – an application of a behaviorally-based, systems approach to enhance the capacity of school families and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs.

PODS – A concept where students are divided into groups, each with its own team of teachers and classrooms. Groups of students and teachers will stay together in one of the pod areas for their core academic classes.

RIT Scores – the number that indicates a student's instructional level. Students get an overall RIT score at the end of a MAP assessment. In addition, RIT score ranges are reported for each goal area of a test.

SASI - SASI is an easy-to-use, comprehensive student information system that helps administrators and teachers monitor, track, and report on student data and progress. SASI manages extensive information at both the school and district levels, giving educators instant access to enrollment, student demographics, attendance, discipline, grades, scheduling, health data, immunization history, emergency contacts, parent/guardian information, and more.

SLT - School Leadership Team

The SLT consists of teachers, administrators, and the media specialist and meet regularly at the school to discuss literacy endeavors. The goal of each SLT is to develop a vision for literacy instruction that improves reading instruction and the academic performance of students.

SSR – Sustained Silent Reading – a form of school-based recreational reading, or free voluntary reading, where students read silently in a designated time period every day.

TIF- Technology Instructional Facilitator